

NEW EDUCATOR PREPARATION PROGRAM PRE-PROPOSAL FORM 2

Program Information

Program Name: Professional Certification Program for Principals and Program Administrators

Institution Name: Washington State University

Degree Granting/Certification Unit College of Education
(e.g. College of Education)

Degree or Certification Only: Certification Only

Level: Professional Certification
(e.g. Master's, Professional Certification)

Endorsement(s) (for teacher preparation): N/A

Proposed Start Date: Summer 2008

Projected Enrollment (FTE) in Year One: 5 - 10 Projected Full Enrollment: 2010:15-25
(year) (#FTE)

Institution Accreditation Status

☒ Attach letter that verifies regional accreditation

☐ Attach letter that verifies HECB approval (for degree program)

Description of Resources to Support Program

Faculty: The Educational Leadership faculty for Washington State University is located on four campuses—Pullman, Spokane, Tri-Cities, and Vancouver. The four campuses share common program requirements and faculty. The WSU Educational Leadership faculty (fifteen total members) has a strong commitment to provide an exemplary preparation program for continuing school administrators. Faculty members work closely together and support WSU students regardless of their “home campus”. The faculty members primarily responsible for principal and program administrator preparation programs are: Pullman (Eric Anttil), Spokane (Jim Howard), Tri-Cities (Nancy Kyle) and Vancouver (Gay Selby). With the exception of Dr. Anttil, these faculty members are former school administrators who remain very active in the profession. These faculty members are also supported by several adjunct instructors who bring specific expertise from the field.

Support Staff: Support staff is available at each of the WSU four campuses to adequately support the needs of faculty, and students as needed, involved with a professional certification program for principals and program administrators.

Student Advising/Support: Academic Coordinators are available at each campus to provide guidance and support to students as to program requirements and application procedures. Faculty members are available to assist students with program planning. Faculty members working with students pursuing a Professional Certificate will play a key role in advising and mentoring students.

Travel: Monies are budgeted annually to support faculty travel and professional development. In addition to resources available at each campus, the Educational Leadership faculty has a “state-wide” budget they can access to ensure program coordination.

Technical Support: These students will be eligible to take advantage of all WSU resources and technical support, including the use of libraries for readings and research. Assistance with technology is also available through IT Services. It is expected the use of resources such as e-mail and Blackboard will also be used to facilitate discussions, share information, and transmit assignments.

Financial Aid: N/A

Practica/Internships: This certification program is intended to be “job embedded” with the focus on improving leadership skills that align with the ISLLC (Interstate School Leaders Licensure Consortium) standards. Since these students will be employed in administrative positions a practica/internship is not required. However, continuous support and mentoring by WSU faculty and school district personnel are important to ensure successful completion of the requirements.

Description of district partnerships:

The Professional Certification Program for Principals and Program Administrators at Washington State University is founded on a statewide partnership involving the Association of Washington School Principals (AWSP), the Washington Association of School Administrators (WASA), the Washington Council of Educational Administration Programs (WCEAP—representing all of the state’s administrator preparation programs), and the Office of the Superintendent of Public Instruction (OSPI). This partnership will continue as programs are implemented. Formal partnerships with individual districts (such as are found in teacher Professional Certificate programs) are likely to be limited because of the smaller number of candidates that will be involved. However, programs will regularly communicate and collaborate with districts to ensure the Professional Certificate process fulfills its vision of job-embedded professional development.

Candidates applying for the Professional Certification Program for Principals and Program Administrators at Washington State University will be required to submit a letter from their district superintendent identifying the candidate’s district mentor and ensuring the candidate will be provided with appropriate resources and mentoring. It is further expected the candidate’s district mentor will play an active role in developing the candidate’s Professional Growth Plan (PGP) prior to being approved by the university.

Description and examples of how the Institution infuses diversity into learning opportunities and the campus culture:

The mission of the certification programs at Washington State University is to prepare school leaders with the leadership and management skills needed to have a positive impact on student learning in a variety of school environments. In addition to aligning with the ISLLC standards, certification programs address the Nine Characteristics of High Performing Schools as outlined in the *School Improvement Planning Guide* (2002) published by OSPI. Both of these documents place an emphasis on improving student learning—improving learning for all students regardless of ethnicity, socio-economic status, or disability. Therefore candidates for the Professional Certificate are expected to be culturally proficient in responding effectively to people who differ from themselves and to model culturally competent behavior that moves an organization to address issues emerging from diversity that interfere with student learning.

The professional certification program will utilize speakers and instructional materials that will increase the candidate’s understanding of diversity and will provide them with tools for being an effective leader when dealing with the opportunities and challenges presented by a diverse students, parents, and staff.

Description of what is unique about the program (how does it fill a niche not filled by existing approved programs):

As of spring, 2007, there are no existing approved programs for the Professional Certificate for principals and program administrators. The proposed program for Washington State University, along with the other proposed programs, will provide a focused, individualized, job-embedded, standards based program that aligns with the ISLLC standards. Because it is site-based, as opposed to university based, it is much different from any existing certification programs. The partnerships that will emerge with the professional associations, the school districts, the Educational Service Districts (ESD's) and OSPI, will also be different from current programs.

Because of its statewide system, WSU will be able to provide a program to candidates throughout the state. WSU has a very successful track record of working with students in all areas of the state whether it be face to face or by the use of its AMS (formerly WHETS system which interfaces with the K20 network) or other distance learning systems.

Preliminary WSU Program Description: See Attachment A

Outline of Assessment System:

In common with the other programs, the professional certification program for principals and program administrators offered by Washington State University will assess candidate proficiency through a final presentation using a common rubric based on the professional certificate benchmarks. Program effectiveness will be assessed through candidate surveys following the entry seminar and completion of the program; surveys of individuals who assess the final presentations; and analysis of candidate work samples. The program will also work with state officials to develop means of assessing long-term impact on candidate performance.

Several self-assessment tools will be used by candidates, in collaboration with their district mentor and university supervisor, to assist in planning their program. Such tools will include, but not be limited to:

- a) 360 Degree or POLE Assessment in collaboration with AWSP
- b) District evaluations/assessments
- c) Summative Evaluation for ISLLC standards
- d) Review of School Improvement Plan and Learning Environment Profile
- e) Portfolio from Residency Certificate

Candidates will collect evidence of their work for each of the Professional Certificate benchmarks for the ISLLC standards. This portfolio of evidence, along with reflections, will be presented to a panel comprised of peers (PEAB members and administrators) who will evaluate how well candidates have met the benchmarks for the standards. The panel will collectively evaluate the evidence using rubrics developed by OSPI to determine if the candidate has met the standard for each of the benchmarks. The panel will recommend to the higher education institution its decision as to the readiness of the candidate for the Professional Certificate or the need for additional evidence to satisfactorily meet one or more of the standards.

For program evaluation purposes we will use aggregate data from student performance on the above items. In addition we will annually survey candidates and district mentors regarding the professional certification program. Results will be shared with PEAB and faculty.

Contact Information

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Endorsement by Chief Academic Officer 4- 23-07 Date

Endorsement by Dean of Degree/Certification Unit 4-23-07 Date

NOTE: WSU Spokane is also a member of the PESB Pre-Proposal for the Northeast Washington Educational Leadership Consortium.

ATTACHMENT A

Program Description Professional Certification Program for Principals and Program Administrators Washington State University

Overview

WSU's Educational Leadership program offers graduate studies at the master's and doctoral levels and administrator certification programs for the Superintendent, Residency Principal, and Residency Program Administrator certificates. The master's (M.A. and Ed.M.) and doctoral (Ed.D. and Ph.D.) degree programs offer specializations in K-12 educational leadership or curriculum and instruction.

Program faculty are dedicated to meeting students' needs as current and future K-12 educational leaders and to preparing future professors for work in academia. To this end, the program provides a balance and integration of practical experience, theory, and research and aims to prepare educational leaders who function as scholar-practitioners.

Educational leadership programs are offered at all of WSU's campuses (Pullman, Spokane, Tri-Cities, and Vancouver). All campuses offer the Educational Leadership master's degrees, certification programs, and access to the state-wide Doctor of Education degree; one-year residency at the Pullman campus is required for the Doctor of Philosophy degree.

WSU's Educational Leadership program is one of 70 doctoral-granting programs nationwide selected for membership in the University Council for Educational Administration, a national consortium dedicated to the improvement of educational leadership preparation and practice. WSU's program meets the high programmatic standards for UCEA membership, and WSU's graduate students have the opportunity to participate in UCEA's annual convention and other professional activities.

WSU's administrator certification programs are organized around the national ISLLC (Interstate School Leaders Licensure Consortium) standards, which have been adopted as the certification standards for Washington State licensure. The goal of these standards and our programs is to prepare educational leaders who can provide effective leadership to promote a positive impact on learning for all children in K-12 schools. WSU's innovative Field-based Principal's and Superintendent's Certification Programs serve certification candidates throughout Washington State in a cohort-based program that promotes a close professional network. Faculty members for certification programs have extensive experience as school principals and/or central office administrators, as well as university teaching experience.

The WSU College of Education was one of ten colleges of education in the U.S. selected to participate in the five-year Carnegie Initiative on the Doctorate, and is

currently one of twenty that has been invited to participate in the Carnegie Initiative on the Professional Practice Doctorate. The goal of this current initiative is to join in the refashioning of the professional practice doctorate in education.

Professional Certification Program for Principals and Program Administrators

The Washington State University Professional Certification Program for Principals and Program Administrators continues the university's commitment to providing exemplary programs for school administrators in a high-stakes accountability environment. There is a strong nexus between intended outcomes for the certification programs and the expectations for administrators to lead highly effective schools. The Professional Certification Program is committed to preparing school leaders who have a passion about quality leadership and a clear understanding of how to positively impact student learning and reach underserved populations.

Guiding Principles

The higher education institutions offering educational leadership certification programs approved the following Guiding Principles for the Professional Certificate:

With the steadily escalating demands on schools and the continuing need for improving student learning, the preparation and development of school leaders is a higher priority than ever. The professional certificate process provides a significant opportunity to help principals and assistant principals not only to perform their daily work more effectively, but also to be leaders in creating a school system that meets the need of all students. To accomplish this goal, we believe the professional certificate process must adhere to the following principles:

The process should be deeply focused on improvement of student learning.

The process should be deeply job-embedded and aligned with school and district improvement goals.

The process should foster reflectiveness and a commitment to research-based strategies.

While programs will include university coursework, candidate success should be measured by performance on standards.

The process should be adequately supported.

The process should strike a balance between rigor and reasonableness.

The process should involve a true collaboration among universities, professional associations, and districts.

The process should model what it teaches.

Program Goals

Washington State University has these goals for the Professional Certification Program for Principals and Program Administrators

1. To prepare school leaders who will make a positive impact on the lives and learning of all children.
2. To prepare school leaders with a deep commitment to social justice for all children.
3. To integrate and align the candidate's experiences required for the implementation of the Professional Growth Plan with school and district priorities and initiatives.
4. To provide networking, collaboration, and reflection opportunities for candidates to learn from and to support each other.
5. To provide opportunities for candidate's to investigate research-based exemplary practices and to reflect on their learning and the impact of their leadership.
6. To provide means for the candidate to measure their performance against the benchmarks for the ISLLC standards, to modify their leadership, and to continue their life-long professional growth.

Outline of Program

Application Process

Candidates should contact the program coordinator for Professional Certification Program for Principals and Program Administrators at a specific campus by March 1 of the year planning to enroll to discuss program requirements and application process.

In addition to state program requirements and university requirements, candidates will need to submit a letter from their school district superintendent identifying the candidate's district mentor and ensuring the candidate will be provided with appropriate resources and support.

The candidate will need to make arrangements (through AWSP) to complete the POLE 360 assessment prior to enrolling in the Entry Seminar.

Entry Seminar (EDAD 532--3 credits)—Summer Session

The Entry Seminar will take place on WSU's campuses and will focus on the following:

1. Analyze and reflect on performance assessment data (POLE 360, district evaluations, summative evaluation for ISLLC standards, the Learning Environment Profile and other items as available)
2. Review portfolio from Principal Residency Certificate program for areas of strength and growth
3. Review the benchmarks for the ISLLC standards that relate to the Professional Certificate and assess with district mentor and university supervisor candidate performance as to areas of strength and growth
4. Reflect on and discuss candidate's current job embedded work related to the benchmarks
5. Review School Improvement Plan and update Learning Environment Profile for school site
6. Review, select, and organize job embedded work site artifacts that relate to benchmarks
7. Candidate, district mentor, and university supervisor will meet to discuss the development of the Professional Growth Plan (PGP) for the candidate based on the evidence and self assessment
8. Develop the candidate's PGP and review it with the district mentor and the university supervisor until approved
9. Determine what artifacts for the PGP will effectively document reaching the benchmarks for the ISLLC standards
10. Establish an implementation plan for the PGP

Professional Growth Plan (EDAD 533 and EDAD 534--2 credits each semester)—Academic Semesters

The Professional Growth Plan is mostly completed at the candidate's school site; however, the monthly seminars may be held on campus or at other locations. Conference and professional development opportunities may be at various locations.

1. Attend monthly seminars on topics/issues related to PGP and the standards for Professional Certificate
2. Implement the PGP developed during the Entry Seminar with continuous mentoring by the district mentor and the university supervisor
3. Collect artifacts and evidence that demonstrates standards are being met
4. Participate in on-line activities, i.e. Blackboard, e-mail, as appropriate
5. Attend workshops and professional development opportunities, i.e. AWSP, WASA, OSPI, ESD, school district
6. Assemble evidence with analysis of the data and reflection on the positive impact on student learning for portfolio

Presentation of Evidence (EDAD 535--3 credits)—Summer Session

The presentation of evidence of the candidate meeting the Professional Certificate benchmarks for the ISLLC standards is determined by a panel of professional colleagues following a presentation of the data and evidence by the candidate. (OSPI will be responsible for developing the assessment rubrics for this activity and the training of panel members.)

1. Meet with district mentor and university supervisor to review PGP and development of portfolio
2. Prepare portfolio for presentation of evidence to panel of professional colleagues in consultation with university supervisor
3. Present portfolio to panel of professional colleagues
4. Participate in program evaluation survey
5. Reflect on the portfolio data and evidence and determine future professional goals

In the event the candidate does not meet the benchmark standard for each of the ISLLC standards, the candidate, district mentor and university supervisor will meet to develop a plan for completing the requirement(s). Depending on the revised plan, the candidate may need to register for additional graduate credit.

4-15-07

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NORTHWEST ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON COLLEGES

June 25, 1999

Dr. Samuel H. Smith
President
Washington State University
422 French Administration
Pullman, WA 99164-1046

Dear President Smith:

On behalf of the Commission on Colleges, I am pleased to report that the accreditation of Washington State University has been reaffirmed on the basis of the recent comprehensive self-study and full-scale evaluation. Congratulations on receiving this continued recognition.

The policy of the Commission is not to grant accreditation for a definite number of years. Instead, accreditation must be reaffirmed periodically. Each institution needs to conduct a self-study and be visited by a full evaluation committee at least once every ten years, and during the fifth year, the institution is to submit an interim report and be visited by one or more Commission representatives. In the case of Washington State University, the Commission requested that the University prepare a progress report in spring 2002 which is to address General Recommendation 2 of the Spring 1999 Evaluation Committee Report (page 60). The recommendation states:

2. The evaluation committee notes that the branch campuses and extended degree programs provide needed programs for place-bound students throughout the state, especially in locations where no baccalaureate degree programs are available. However, the strategic vision for the development of programs within Washington State University needs to be thoughtfully and carefully elaborated and explained. The allocation of state-provided funds, the arrangements for student services and organizations, the involvement of faculty in the selection and implementation of these degree programs all need orderly development. The committee recommends that all of these areas be addressed promptly, and that the relationship of these programs to the Pullman campus be clarified and communicated (Standard One - Institutional Mission and Goals, Planning and Effectiveness; Standard 1.B - Mission and Goals; Standard 2.G - Continuing Education and Special Learning Activities (2.G.1) (2.G.4).

Dr. Samuel H. Smith

June 25, 1999

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In addition, the Commission requested that the spring 2002 progress report be expanded to include a current appraisal of the status of three of the five topics that emerged as issues for the institution as a result of its self-study activities. The three topics to be addressed are:

- (1) faculty concern about the academic preparation of incoming students and their ability to do college-level work;
- (2) implications for the use of technology for both teaching and learning on the Pullman and branch campuses as well as by electronically mediated means and plans for funding both equipment and development costs; and,
- (3) developing an increased ethnically diverse faculty and student body.

These three institutional issues were identified in the self-study Executive Summary but were rarely, if at all, addressed within the body of the report. As a result, the Commission lacks evidence of action being taken to address these issues or progress being made toward their resolution. The remaining two topics mentioned in the self-study report either have already been addressed by the University (faculty salaries) or are the topic for the requested progress report (institutional organizational needs pertaining to Pullman and the branch campuses).

We will write in fall 2001 about the report.

In the unlikely event the Commission should conclude that an institution is in danger of being unable to fulfill its mission and goals or to continue to meet the eligibility requirements, standards or related policies for accreditation, the Commission reserves the right to request that the institution receive an evaluation committee for a special review.

Again, congratulations. Best wishes for a good summer.

Sincerely,



Sandra E. Elman
Executive Director

SEE:pja

cc: Ms. Jane C. Sherman, Associate Vice Provost for Academic Affairs